Place value							
Place value: Coun	ting						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Count objects,	count to and	• count in steps	• count from 0 in	 count in multiples 	• count		
actions and	across 100,	of 2, 3, and 5	multiples of 4, 8,	of 6, 7, 9, 25 and	forwards or		
sounds.	forwards and	from 0, and in	50 and 100; find	1000 (SP1, S1)	backwards in		
	backwards,	tens from any	10 or 100 more or	 count backwards 	steps of powers		
Count beyond	beginning with 0	number,	less than a given	through zero to	of 10 for any		
ten.	or 1, or from any	forward and	number (A1, SP1,	include negative	given number		
	given number	backward	S1)	numbers (SP1, S1)	up to 1 000 000		
	(A1, A2, SP2, S1)	(A1, SP1, S1)			(SP1, S1) • count		
	Count				forwards and		
	numbers to 100				backwards with		
	in numerals;				positive and		
	count in				negative whole		
	multiples of				numbers,		
	twos, fives and				including		
	tens (A1, SP2,				through zero		
	S1)				(Sp1, S1)		
	tioning and Represe				T		
Subitise.	identify and	 read and write 	identify,	 identify, represent 	read, write,	read, write,	
	represent	numbers to at	represent and	and estimate	(order and	(order and	
Link the	numbers using	least 100 in	estimate numbers	numbers using	compare)	compare)	
number symbol	objects and	numerals and in	using different	different	numbers to at	numbers up to	
(numeral) with	pictorial	words (A1, SU1)	representations	representations(SP1,	least 1 000 000	10 000 000 and	
its cardinal	representations	identify,	(SP1, S1) • read	S1) • read Roman	and determine	determine the	
number value.	(A1, SP2, S1) •	represent and	and write numbers	numerals to 100 (I	the value of	value of each	
	read and write	estimate	up to 1000 in	to C) and know that	each digit (SP1,	digit (A1)	
	numbers to 100	numbers using	numerals and in	over time, the	S1)• read		
	in numerals (A1,	different	words (A1, SP1,	numeral system	Roman		
	SP2, S1) • read	representations,	S1)	changed to include	numerals to		
	and write	including the		the concept of zero	1000 (M) and		
	numbers from 1				recognise years		

	T	T	T	T	T	1	
	to 20 in	number line		and place value	written in		
	numerals and	(SP1, S1)		(SP1, S1)	Roman		
	words (A1, SP2)				numerals (SP1,		
					S2)		
Place value: using	and comparing						
Compare	• given a	 recognise the 	 recognise the 	• find 1000 more or	• (read, write)	• (read, write),	
numbers.	number, identify	place value of	place value of	less than a given	order and	order and	
	one more and	each digit in a	each digit in a	number (SP1, S1)	compare	compare	
Understand the	one less (A2,	two-digit	three-digit number	 recognise the 	numbers to at	numbers up to	
'one more	SP2, S1)	number (tens,	(hundreds, tens,	place value of each	least 1 000 000	10 000 000 and	
than/one less	-	ones)(A1, SP1,	ones) (A1, SP1, S1)	digit in a four-digit	and determine	determine the	
than'		S1) • compare	• compare and	number (thousands,	the value of	value of each	
relationship		and order	order numbers up	hundreds, tens, and	each digit (SP1,	digit (A1)	
between		numbers from 0	to 1000 (A1, SP1,	ones) (A1, SP1)	S1)		
consecutive		up to 100; use	S1)	• order and	,		
numbers.		<>and = signs		compare numbers			
		(A1, SP1)		beyond 1000 (A1,			
Explore the		(=, 5. =,		S1)			
composition of				327			
numbers to 10							
numbers to 10							
Automatically							
recall number							
bonds for							
numbers 0–5							
and some to 10							
Place value: prob	lem solving and rou	ınding					
Automatically		• use place	solve number	round any number	interpret	round any	
recall number		value and	problems and	to the nearest 10,	negative	whole number	
bonds for		number facts to	practical problems	100 or 1000 (A1,	numbers in	to a required	
numbers 0–5		solve problems	involving these	SP1, S1)	context (sp1, s1)	degree of	
and some to 10		(SP1, S2)	ideas (application	 solve number and 	round any	accuracy (A1)	
			of all PV	practical problems	number up to 1		

			objectives, and throughout)	that involve all of the above and with increasingly large positive numbers (A1, SP1, S1)	000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 (A1, SP1) • solve number problems and practical problems that involve all of the	 use negative numbers in context, and calculate intervals across zero (A1) solve number and practical problems that involve all of the
					above(A1, SP1, S1)	above (A1)
Four operations					31)	<u> </u>
-	traction: calculation	ns				
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	add and	add and	add and subtract	add and subtract	• add and	• perform
	subtract one-	subtract	numbers mentally,	numbers with up to	subtract whole	mental
	digit and two	numbers using	including: Ø a	4 digits using the	numbers with	calculations,
	digit numbers to	concrete	three-digit number	formal written	more than 4	including with
	20, including	objects, pictorial	and ones(A1) Ø a	methods of	digits, including	mixed
	zero (A2, SP1,	representations,	three-digit number	columnar addition	using formal	operations and
	S2)	and mentally,	and tens(SP1) Ø a	and subtraction	written methods	large numbers
	-read, write and	including: Ø a	three-digit number	where appropriate	(columnar	(SP1)
	interpret	two-digit	and hundreds(S1)	(A1, SP2, S2)	addition and	• use their
	mathematical	number and	 add and subtract 	Estimate and use	subtraction)(A1,	knowledge of
	statements	ones Ø a two-	numbers with up	inverse operations	SP1, S1)	the order of
	involving	digit number	to three digits,	to check answers to	add and	operations to
	addition (+),	and tens Ø two	using formal	a calculation (A1,	subtract	carry out
	subtraction (-)	two-digit	written methods	SP2, S2)	numbers	calculations
	and equals (=)	numbers Ø	of columnar		mentally with	involving the
	signs (A2, SP1,	adding three	addition and		increasingly	four operations
	S2)	one digit	subtraction (A1,		large	(SP1)
			SP1, S1)			

-represent and use number bonds and related subtraction facts within 20 (SP1,	numbers (A1, SP1, S1)			numbers(sp1, s1)		
S2) Addition and subtraction: problems						
Addition and subtraction: problems	• solve problems with addition and subtraction: Ø using concrete objects and pictorial representations, including those involving numbers, quantities and measures Ø applying their increasing knowledge of mental and written methods (A1, SP1, S1) Show that addition of 2 numbers can be done in any	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction (SP1, S1) -estimate the answer to a calculation and use inverse operations to check answers (A1, SP1, S1)	solve addition and subtraction two- step problems in contexts, deciding which operations and methods to use and why (SP2, S2)	• solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why(A1, SP1, S1) • -use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy(A1, SP1, S1)	solve addition and subtraction multistep problems in contexts, deciding which operations and methods to use and why (SP1)	

Multiplication and division: recall and	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (A2, SP2, S2) • show that multiplication of two numbers can be done in any order	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables(A1, SP1, S1)	• recall multiplication and division facts for multiplication tables up to 12 × 12 (A1, A2, SP1, S1) • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers (SP1, S1) • recognise and use	• identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers(A1, SP1) • know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers (A1,	• identify common factors, common multiples and prime numbers (A1) • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy (SP1)	
	 show that multiplication of two numbers can be done in 		multiplying by 0 and 1; dividing by 1; multiplying together three numbers (SP1,	vocabulary of prime numbers, prime factors and composite	a problem, an appropriate degree of	

				 recognise and 	
				use square	
				numbers and	
				cube numbers,	
				and the notation	
				for squared (2)	
				and cubed	
				(3)(A1, SP1)	
Multiplication and division: formal cale	culation				
	calculate	write and	 multiply two-digit 	multiply	multiply multi-
	mathematical	calculate	and three-digit	numbers up to 4	digit numbers
	statements for	mathematical	numbers by a one	digits by a one-	up to 4 digits by
	multiplication	statements for	digit number using	or two digit	a two-digit
	and division	multiplication and	formal written	number using a	whole number
	within the	division using the	layout (A1, SP1, S1)	formal written	using the formal
	multiplication	multiplication		method,	written method
	tables and write	tables that they		including long	of long
	them using the	know, including		multiplication	multiplication
	multiplication	for two digit		for two-digit	(A2) • divide
	(×), division (÷)	numbers times		numbers(A1,	numbers up to 4
	and equals (=)	one-digit numbers,		SP1, S1) •	digits by a two-
	signs (A2, SP2,	using mental and		multiply and	digit whole
	S2)	progressing to		divide numbers	number using
		formal written		mentally	the formal
		methods(A1, SP1,		drawing upon	written method
		S1)		known facts	of long division,
				9A1, SP1, S1) •	and interpret
				divide numbers	remainders as
				up to 4 digits by	whole number
				a one-digit	remainders,
				number using	fractions, or by
				the formal	rounding, as
				written method	appropriate for

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					of short division	the context
					and interpret	(SP1) • divide
					remainders	numbers up to 4
					appropriately	digits by a two-
					for the	digit number
					context(A1, SP1,	using the formal
					S1) • multiply	written method
					and divide	of short division
					whole numbers	where
					and those	appropriate,
					involving	interpreting
					decimals by 10,	remainders
					100, 1000 (A1,	according to the
					SP1, S1)	context (A1) •
						perform mental
						calculations,
						including with
						mixed
						operations and
						large numbers
						(SP1)
Multiplication and	d division: problem	solving	•	•	•	,
,	• solve one-step	solve problems	• solve problems,	solve problems	solve problems	• solve
	problems	involving	including missing	involving multiplying	involving	problems
	involving	multiplication	number problems,	and adding,	multiplication	involving
	multiplication	and division,	involving	including using the	and division	addition,
	and division, by	using materials,	multiplication and	distributive law to	including using	subtraction,
	calculating the	arrays, repeated	division, including	multiply two digit	their knowledge	multiplication
	answer using	addition, mental	positive integer	numbers by one	of factors and	and division
	concrete	methods, and	scaling problems	digit, integer scaling	multiples,	(SP1)
	objects, pictorial	multiplication	and	problems and	squares and	• use their
	representations	and division	correspondence	harder	cubes(s1 but	knowledge of
	and arrays with	facts, including	problems in which	correspondence	throughout) •	the order of
	•	, ,	•	'	,	I I

		1.1			T		1
	the support of	problems in	n objects are	problems such as n	solve problems	operations to	
	the teacher(A2,	contexts	connected to m	objects are	involving	carry out	
	SP2, S1)	(A2, SP2, S2)	objects (A1, SP1,	connected to m	multiplication	calculations	
			S1)	objects (SP1, S1)	and division,	involving the	
					including scaling	four operations	
					by simple	(SP1)	
					fractions and		
					problems		
					involving simple		
					rates(s1 but		
					throughout)		
					• solve		
					problems		
					involving		
					addition,		
					subtraction,		
					multiplication		
					and division and		
					a combination		
					of these,		
					including		
					understanding		
					the meaning of		
					the equals sign		
					(s1 but		
					throughout)		
Algebra							
Continue, copy	• solve one-step	 recognise and 	• solve problems,			• use simple	
and create	problems that	use the inverse	including missing			formulae (A1,	
repeating	involve addition	relationship	number problems			SP1) • generate	
patterns.	and subtraction,	between	(A1, SP1, S1)			and describe	
	using concrete	addition and				linear number	
	objects and	subtraction and				sequences (A1,	

	2010-201	and the control of	1	<u> </u>		CD4)	
	pictorial	use this to check				SP1)• express	
	representations,	calculations and				missing number	
	and missing	solve missing				problems	
	number	number				algebraically(A1,	
	problems such	problems				SP1) • find pairs	
	as $7 = ?-9(SP1,$	(SP1, S1)				of numbers that	
	S2)					satisfy an	
						equation with	
						two	
						unknowns(A1,	
						SP1) •	
						enumerate	
						possibilities of	
						combinations of	
						two variables	
						(A1, SP1)	
Fractions, decim	als and percentages	5					
Fractions: Readin	ng, writing and repre	esenting					
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	recognise, find	recognise,	 count up and 	 count up and 	• identify, name		
	and name a half	find, name and	down in tenths;	down in	and write		
	as one of two	write fractions	recognise that	hundredths;	equivalent		
	equal parts of an	1/3, 1/4, 2/4,	tenths arise from	recognise that	fractions of a		
	object, shape or	3/4 of a length,	dividing an object	hundredths arise	given fraction,		
	quantity (SP2,	shape, set of	into 10 equal parts	when dividing an	represented		
	S1) • recognise,	objects or	and in dividing	object by one	visually,		
	find and name a	quantity (A2,	one-digit numbers	hundred and	including tenths		
	quarter as one	SP2, S2)	or quantities by 10	dividing tenths by	and hundredths		
	of four equal		(SP2, S1) •	ten. (SP2, S1)	(A2, SP2, S2)		
1				1	1	1	
	parts of an		recognise, find and		recognise		
	parts of an object, shape or		recognise, find and write fractions of a		 recognise mixed numbers 		
	•				•		

		fractions and non- unit fractions with small denominators (A2, SP2, S1)• recognise and use fractions as numbers: unit		convert from one form to the other and write mathematical statements > 1 as a mixed number [for example: 2/5 +	
		fractions and non- unit fractions with small denominators (A2, SP2, S2)		4/5 = 6/5 = 1 ½ (SP2, S2)	
Fractions: ordering and comparing					
	• Recognise the equivalence of 2/4 and ½ (SP2, S2)	• recognise and show, using diagrams, equivalent fractions with small denominators(SP2, S2) • compare and order unit fractions, and fractions with the same denominators(A2, SP2, S2)	• recognise and show, using diagrams, families of common equivalent fractions (A2, SP2)	• compare and order fractions whose denominators are all multiples of the same number (A2, SP2)	• use common factors to simplify fractions; use common multiples to express fractions in the same denomination (A2) • compare and order fractions, including fractions > 1 (A2, SP1)
Fractions: calculations	1	1	1	1	1
	• write simple fractions for	• add and subtract fractions with the same denominator	• add and subtract fractions with the	• add and subtract fractions with	-Add and subtract fractions with

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	example, ½ of 6	within one whole	same denominator	the same	different
	= 3 (SP1, S1)	[for example, 5/7	(A1, S1)	denominator	denominators
		+ 1/7 = 6/7(A2,		and	and mixed
		SP2, S2)		denominators	numbers, using
				that are	the concept of
				multiples of the	equivalent
				same number	fractions (A2,
				(A2, SP2, S2) •	SP1) • multiply
				multiply proper	simple pairs of
				fractions and	proper fractions,
				mixed numbers	writing the
				by whole	answer in its
				numbers,	simplest form
				supported by	[for example, ¼
				materials and	x ½ = 1/8
				diagrams (SP2,	Divide proper
				S2)	fractions by
					whole numbers
					[for example 1/3
					divided by 2 =
					1/6 (SP1, S1)
					Multiply one-
					digit numbers
					with up to 2
					decimal places
					by whole
					numbers (SP1,
					S1)
					-use written
					division
					methods in
					cases where the
					answer has up

				<u> </u>		1
					to 2 decimal	
					places (SP1)	
Fractions: solving	problems			T		
		 solve problems 	 solve problems 		Solve problems	
		that involve all of	involving		which require	
		the above (all	increasingly harder		answers to be	
		objectives in	fractions to		rounded to	
		summer term)	calculate quantities,		specified	
			and fractions to		degrees of	
			divide quantities,		accuracy (SP1,	
			including non-unit		S1)	
			fractions where the		,	
			answer is a whole			
			number (S1, S2)			
Decimals: Read w	vrite and compare		110111001 (01, 02)			
Decimais. Read, V			Recognise and write	-read and write	identify the	
			decimal equivalents	decimal	value of each	
			•			
			of any number of	numbers as	digit in numbers	
			tenths or	fractions [for	given to three	
			hundredths (SP2,	example, 0.71	decimal places	
			S2) • recognise and	$=\frac{71}{100}$] (A2,	(SP1, S1)	
			write decimal			
			equivalents to 1/4,	SP2) • -recognise		
			1/2, ¾ (SP2, S1) •	and use		
			round decimals with	thousandths and		
			one decimal place to	relate them to		
			the nearest whole	tenths,		
			number(SP2, S1) •	hundredths and		
			compare numbers	decimal		
			with the same			
			with the same			

		number of deplaces up to to decimal places S2)	vo (SP2, S2)	
Fractions, decimals and p	percentages combined.	• solve simple measure and problems invo fractions and decimals to two decimal places \$2)	- recognise the per cent symbol (%) and understand that per cent relates	• associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8 (SP1, S1) • recall and use equivalences between simple

		1			
			S2) • solve	fractions,	
			problems which	decimals and	
			require knowing	percentages,	
			percentage and	including in	
			decimal	different	
			equivalents of	contexts (SP1)	
			1/2, 1/4, 1/5,		
			2/5, 4/5		
			fractions with a		
			denominator of		
			a multiple of 10		
			or 25 (S2 –		
			application of		
			previous kn)		
Ratio and proport	tion		,		
				Solve problems	
				involving the	
				relative sizes of	
				2 quantities	
				where missing	
				values can be	
				found by using	
				integer	
				multiplication	
				and division	
				facts (SP1)	
				Solve problems	
				involving the	
				calculation of	
				percentages [for	
				example, of	
				measures and	
				such as 15% of	
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						360] and the use of percentages for comparison (SP1) Solve problems involving similar shapes where the scale factor is known or can be found (SP1) Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples (SP1)
Measurement	l		I			<u> </u>
Using measures						,
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Compare	• compare,	choose and use	• measure,	 Convert between 	convert	solve problems
length, weight	describe and	appropriate	compare, add and	different units of	between	involving the
and capacity.	solve practical	standard units	subtract: lengths	measure [for	different units	calculation and
	problems for: Ø	to estimate and	(m/cm/mm); mass	example, kilometre	of metric	conversion of
	lengths and	measure	(kg/g);	to metre; hour to	measure (SP1,	units of
	heights (SP1, S2)	length/height in	volume/capacity	minute](SP1, S2) •	S1)• understand	measure, using
	Ø mass/weight	any direction	(I/mI)(SP1, S1)	estimate, compare and calculate	and use	decimal
	(SP2, S2)Ø capacity and	(m/cm); mass		different measures	approximate equivalences	notation up to 3 d.p. where
	volume (SP1,	(kg/g);		(A2, S2)	between metric	•
	volume (SP1,	temperature		(AZ, 3Z)	between metric	appropriate

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	S2)Ø time (SP2,	(°C); capacity			units and	(SP2) • use,	
	S2) • measure	(litres/ml) to the			common	read, write and	
	and begin to	nearest			imperial units	convert	
	record the	appropriate			such as inches,	between	
f	following: Ø	unit, using			pounds and	standard units,	
	lengths and	rulers, scales,			pints(SP1, S1) •	converting	
H	heights (SP1, S2)	thermometers			use all four	measurements	
	Ø mass/weight	and measuring			operations to	of length, mass,	
	(SP2, S2) Ø	vessels •			solve problems	volume and time	
	capacity and	compare and			involving	from a smaller	
	volume (SP1, S2)	order lengths,			measure [for	unit of measure	
	Ø time (hours,	mass,			example, length,	to a larger unit,	
r	minutes,	volume/capacity			mass, volume,	and vice versa,	
	seconds (SP2,	and record the			money] using	using decimal	
	S2)	results using >, <			decimal	notation to up	
		and =(SP2 and			notation,	to 3 d.p. (SP2) •	
		drip fed)			including scaling	convert	
					(S1, S2 – and	between miles	
					throughout)	and kilometres	
						(A2)	
Money			•	•		· '	
	recognise and	 recognise and 	 add and subtract 	• estimate, compare	use all four		
	know the value	use symbols for	amounts of money	and calculate	operations to		
	of different	pounds (£) and	to give change,	different measures,	solve problems		
	denominations	pence (p);	using both £ and p	including money in	involving		
	of coins and	combine	in practical	pounds and pence	measure [for		
	notes (SP2 S2)	amounts to	contexts (SP1, S1)	(A2, S2)	example,		
		make a	, , - ,		money](S1, S2		
		particular value			and throughout)		
		• find different			3 3.6.70 3.0)		
		combinations of					
		coins that equal					
		the same					
		the Junie			<u> </u>	<u> </u>	

		amounts of money • solve simple problems in a practical					
		involving addition and subtraction of					
		money of the same unit, including giving change (SP2 as					
Time		well as drip fed)					
Time	• sequence	compare and	tell and write the	• read, write and	• solve	• use, read,	
	events in	sequence	time from an	convert time	problems	write and	
	chronological	intervals of time	analogue clock,	between analogue	involving	convert	
	order using	• tell and write	including using	and digital 12- and	converting	between	
	language [for	the time to five	Roman numerals	24-hour clocks •	between units	standard units,	
	example, before	minutes,	from I to XII, and	solve problems	of time (SP2, S2)	converting	
	and after, next,	including	12-hour and 24-	involving converting		measurements	
	first, today,	quarter past/to	hour clocks (SP2,	from hours to		of time from a	
	yesterday,	the hour and	S2) • estimate and	minutes; minutes to		smaller unit of	
	tomorrow,	draw the hands	read time with	seconds; years to		measure to a	
	morning,	on a clock face	increasing	months; weeks to		larger unit, and	
	afternoon and	to show these	accuracy to the	days (SP1, SP2)		vice versa (SP2)	
	evening](SP2,	times • know	nearest minute;				
	S2) • recognise	the number of	record and				
	and use	minutes in an	compare time in				
	language	hour and the	terms of seconds,				
	relating to	number of hours	minutes and				
	dates, including	in a day (twice	hours; use				
	days of the	A2 and drip fed)	vocabulary such as				

week, weeks, months and years (SP2, S2) • afternoon, noon and midnight (SP2, sown the hour and half past the hour and draw the hands on a clock face to show these times (SP2 S2) Perimeter, area and volume **Perimeter, area and volume** **Perimeter, area and volume** **Perimeter, area and volume** **Perimeter, area and volume** **Neasure the perimeter of simple 2-D shapes (A2, SP2)** in centimetres and metres (A2, SP1) ** find the area of rectilinear shapes by counting squares (A2, SP1) ** recognise when it is possible to area of compare the compare the counting squares (A2, SP1) ** rectangles		oles	olologica malla ma				
years (SP2, S2) • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times (SP2 S2) Perimeter, area and volume Perimeter, area and volume **Perimeter, area and volume** **Perimeter, area and volume** **Perimeter, area and volume** **Perimeter, area and volume** **Perimeter of simple 2-D shapes (A2, SP2) **Accompare the perimeter of simple 2-D shapes in centimetres and metres (A2, SP1) • find the area of rectilinear shapes by counting squares of find the area of rectilinear shapes by counting squares (A2, SP1) • find the area of rectilinear shapes by counting squares (A2, SP1) • find the area of of shapes (S1) • find the are	_	•					
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times (SP2 S2) Perimeter, area and volume **Perimeter of a simple 2-D shapes (A2, SP2)** **Perimeter of a simple 2-D shapes (A2, SP1) ** **In a shape with the save of rectilinear figure (including squares) in centimetres and metres (A2, S2) ** **In and midnight (SP2, S2) ** S2) **Know the number of seconds in a minute and the number of days in each month, year and leap year (SP2, S2) ** **Perimeter, area and volume** **Perimeter of a simple 2-D shapes (A2, SP1) ** **In and midnight (SP2, S2) ** **Perimeter of a rectilinear figure (including squares) in centimetres and metres (A2, S2) ** **In and midnight (SP2, S2) ** **Perimeter of a rectilinear figure (including squares) in centimetres and metres (A2, S2) ** **In and midnight (SP2, S2) ** **Perimeter of a rectilinear figure (including squares) in centimetres and metres (A2, S2) ** **In and midnight (SP2, S2) ** *			•				
the hour and half past the hour and draw the hands on a clock face to show these times (SP2 S2) Perimeter, area and volume **Measure the perimeter of simple 2-D shapes (A2, SP2) **Compare the perimeter of simple 2-D shapes in centimetres and metres (A2, S91) **Compare the perimeter of simple and the perimeter of shapes in centimetres and metres (A2, S91) **Compare the perimeter of a rectilinear shapes by counting squares of shapes in centimetres and metres (A2, S91) **Compare the perimeter of a rectilinear shapes by counting squares of shapes in centimetres and metres (A2, S91) **Compare the perimeter of a rectilinear shapes in centimetres and metres (A2, S91) **Compare the perimeter of a rectilinear shapes by compare the area of rectilinear shapes by counting squares of shapes in centimetres and metres (A2, S91) **Compare the perimeter of a rectilinear shapes by compare the area of shapes in centimetres and metres (A2, S91) **Compare the perimeter of a rectilinear shapes by compare the area of shapes in centimetres and metres (A2, S91) **Compare the perimeter of a rectilinear shapes by compare the area of shapes in centimetres and metres (A2, S91) **Compare the perimeter of a rectilinear shapes by compare the area of shapes in centimetres and metres (A2, S91) **Compare the perimeter	I	The state of the s	-				
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the hands on a clock face to show these times (SP2 S2) Perimeter, area and volume * measure the perimeter of simple 2-D shapes (A2, SP2) (A2, SP2) * measure and metres (A2, SP1) * find the area of rectilinear shapes by counting squares (A2, SP1) * find the area of rectilinear shapes (A2, SP1) * find the area of shapes (A2, SP1) * for shapes (A2, SP1) * for shapes (A2, SP1) * find the area of rectilinear sha	· · · · · · · · · · · · · · · · · · ·						
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and leap year (SP2 S2) and leap year (SP2, S2) • compare durations of events [for example to calculate the time taken by particular events or tasks](SP2, S2) Perimeter, area and volume • measure the perimeter of simple 2-D shapes (A2, SP2) (A2, SP2) • measure the perimeter of a rectillinear figure (including squares) in centimetres and metres (A2, SP1) • find the area of rectillinear shapes by counting squares (A2, SP1) • times (SP2 S2) • measure and calculate the perimeter of a rectillinear shapes in centimetres and metres (A2, SP1) • calculate and compare the area of shapes (S1) • dispessible to use formulae for compare the area of shapes (S1) • dispessible to use formulae for compare the area of shapes (S1) • dispessible to use formulae for compare the area of shapes (S1) • dispessible to use formulae for compare the area of shapes (S1) • dispessible to use formulae for compare the area of shapes (S1) • dispessible to use formulae for compare the area of shapes (S1) • dispessible to use formulae for compare the area of shapes (S1) • dispessible to use formulae for compare the area of shapes (S1) • dispessible to use formulae for compare the area of shapes (S1) • dispessible to use formulae for compare the area of shapes (S1) • dispessible to use formulae for compare the area of shapes (S1) • dispessible to use formulae for compare the area of shapes (S1) • dispessible to use formulae for compare the area of shapes (S1) • dispessible to use formulae for compare the area of shapes (S1) • dispessible to use formulae for compare the area of shapes (S1) • dispessible to use formulae for compare the area of shapes (S1) • dispessible to use formulae for compare the area of shapes (S1) • dispessible to use formulae for compare the area of shapes (S1) • dispessible to use formulae for compare the area of shapes (S1) • dispessible to use formulae for compare the area of shapes (S1) • dispessible to use formulae for compare the area of shapes (S1) • dispessible to use formulae for compare the area of the dispess			•				
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example to calculate the time taken by particular events or tasks](SP2, S2) Perimeter, area and volume • measure the perimeter of simple 2-D shapes (A2, SP2) (A2, SP2) • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (A2, SP1) • find the area of rectilinear shapes by counting squares (A2, SP1) • centimetres and wice versa (S1) • rectilinear shapes by counting squares (A2, SP1) • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres (A2, SP1) • rectilinear shapes by counting squares (A2, SP1) • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres (A2, SP1) • rectilinear shapes by counting squares (A2, SP1) • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres (A2, SP1) • rectilinear shapes by counting squares (A2, SP1) • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres (A2, SP1) • rectilinear shapes by counting squares (A2, SP1)			•				
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taken by particular events or tasks](SP2, S2) Perimeter, area and volume • measure the perimeter of simple 2-D shapes (A2, SP2) (A2, SP2) • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (A2, SP1) • find the area of rectilinear shapes by counting squares (A2, SP1) • measure and calculate the perimeter of a rectilinear shapes in centimetres and metres (A2, S2) • tis possible to use formulae for area and volume of shapes (S1) • recaping when it is possible to use formulae for area and volume of shapes (S1) • recaping when it is possible to use formulae for area and volume of shapes (S1) • recaping when it is possible to use formulae for area and volume of shapes (S1) • recaping when it is possible to use formulae for area and volume of shapes (S1) • recaping when it is possible to use formulae for area and volume of shapes (S1) • recaping when it is possible to use formulae for area and volume of shapes (S1) • recaping when it is possible to use formulae for area and volume of shapes (S1) • recaping when it is possible to use formulae for area and volume of shapes (S1) • recaping when it is possible to use formulae for area and volume of shapes (S1) • recaping when it is possible to use formulae for area and volume of shapes (S1) • recaping when it is possible to use formulae for area and volume of shapes (S1) • recaping when it is possible to use formulae for area and volume of shapes (S1) • recaping when it is possible to use formulae for area and volume of shapes (S1) • recaping when it is possible to use formulae for area and volume of shapes (S1) • recaping when it is possible to use formulae for area and volume of shapes (S1) • recaping when it is possible to use formulae for area and volume of shapes (S1) • recaping when it is possible to use formulae for area and volume of shapes (S1) • recaping when it is possible to use formulae for area and volume of shapes (S1) • recaping when it is possible to use formulae for area of the following when			example to				
events or tasks](SP2, S2) Perimeter, area and volume • measure the perimeter of simple 2-D shapes (A2, SP2) (A2, SP2) • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (A2, SP1) • find the area of rectilinear shapes by counting squares (A2, SP1) • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (A2, S2) • calculate and compare the area of shapes (S1) • of sha			calculate the time				
Perimeter, area and volume • measure the perimeter of simple 2-D shapes (A2, SP2) • (A2, SP2) • measure the perimeter of a rectilinear figure (including squares) in centimetres and metres (A2, SP1) • find the area of rectilinear shapes by counting squares (A2, SP1) • tasks](SP2, S2) • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (A2, SP1) • calculate and calculate the perimeter of a rectilinear shapes in centimetres and metres (A2, SP1) • calculate and calculate the perimeter of a rectilinear shapes in centimetres and metres (A2, SP1) • calculate and calculate the perimeter of a rectilinear shapes in centimetres and metres (A2, SP1) • calculate and calculate the perimeter of a rectilinear shapes in centimetres and metres (A2, SP1) • calculate and calculate the perimeter of a rectilinear shapes in centimetres and metres (A2, SP1) • calculate and compare the area and volume of shapes (S1) •			taken by particular				
Perimeter, area and volume • measure the perimeter of simple 2-D shapes (A2, SP2) • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (A2, SP1) • calculate and find the area of rectilinear shapes by counting squares (A2, SP1) • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (A2, SP1) • calculate and calculate and calculate the perimeter of a rectilinear shapes in centimetres and metres (A2, S2) • calculate and compare the area of of shapes (S1) • compare the area of of shapes (S1) • calculate and calculate and calculate the perimeter of composite rectilinear shapes in centimetres and metres (A2, S2) • calculate and compare the area of of shapes (S1) • calculate and of shapes (S1) • calculate and compare the area of of shapes (S1) • calculate and calculate and calculate the perimeter of and calculate t			events or				
• measure the perimeter of simple 2-D shapes (A2, SP2) • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (A2, SP1) • centimetres and find the area of rectilinear shapes by counting squares (A2, SP1) • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (A2, SP1) • centimetres and metres (A2, S2) • it is possible to use formulae for counting squares (A2, SP1) • measure and calculate the shapes with the same areas can have different perimeters and vice versa (S1) • rectilinear shapes by calculate and compare the area and volume of shapes (S1) •			tasks](SP2, S2)				
perimeter of simple 2-D shapes (A2, SP2) (A2, SP2) perimeter of a perimeter of a rectilinear figure (including squares) in centimetres and metres (A2, SP1) • centimetres and find the area of rectilinear shapes by counting squares (A2, SP1) (A2, SP1) perimeter of a perimeter of composite nave different perimeters and vice versa (S1) • rectilinear shapes by calculate and use formulae for area and volume (A2, SP1) area of of shapes (S1) •	Perimeter, area and volume						
simple 2-D shapes (A2, SP2) perimeter of a rectilinear figure (including squares) in centimetres and metres (A2, SP1) • centimetres and find the area of rectilinear shapes by counting squares (A2, SP1) rectilinear figure (omposite rectilinear perimeters and wice versa (S1) • rectilinear shapes by calculate and compare the area and volume of shapes (S1) •			measure the	 measure and 	measure and	recognise that	
(A2, SP2) rectilinear figure (including squares) in centimetres and metres (A2, SP1) • find the area of rectilinear shapes by counting squares (A2, SP1) rectilinear figure rectilinear shapes in centimetres and metres (A2, S2) • rectilinear shapes in centimetres and metres (A2, S2) • rectilinear shapes in centimetres and recognise when it is possible to use formulae for counting squares (A2, SP1) area of of shapes (S1) •			perimeter of	calculate the	calculate the	shapes with the	
(including squares) rectilinear shapes in metres (A2, SP1) • centimetres and find the area of rectilinear shapes by counting squares (A2, SP1) area of of shapes (S1) •			simple 2-D shapes	perimeter of a	perimeter of	same areas can	
in centimetres and metres (A2, SP1) • centimetres and find the area of rectilinear shapes by counting squares (A2, SP1) • area of vice versa (S1) • recognise when it is possible to use formulae for area and volume of shapes (S1) •			(A2, SP2)	rectilinear figure	composite	have different	
metres (A2, SP1) • centimetres and find the area of rectilinear shapes by calculate and counting squares (A2, SP1) (A2, SP1) • centimetres and metres (A2, S2) • it is possible to use formulae for area and volume of shapes (S1) •				(including squares)	rectilinear	perimeters and	
find the area of rectilinear shapes by calculate and counting squares (A2, S2)• it is possible to use formulae for area and volume (A2, SP1) area of of shapes (S1)•				in centimetres and	shapes in	vice versa (S1) •	
rectilinear shapes by calculate and use formulae for counting squares (A2, SP1) area of of shapes (S1) •				metres (A2, SP1) •	centimetres and	recognise when	
counting squares (A2, SP1) compare the area and volume of shapes (S1) •				find the area of	metres (A2, S2)•	it is possible to	
counting squares (A2, SP1) compare the area and volume of shapes (S1) •				rectilinear shapes by	calculate and		
(A2, SP1) area of of shapes (S1) •					compare the	area and volume	
				• •	•	of shapes (S1) •	
rectangles realisate the				, ,	rectangles	calculate the	
(including area of					_		

	squares) and	narallolograms
	squares) and	parallelograms
	including using	and triangles
	standard units,	(S1) • calculate,
	square	estimate and
	centimetres	compare volume
	(cm2) and	of cubes and
	square metres	cuboids using
	(m2) and	standard units,
	estimate the	including cubic
	area of irregular	centimetres
	shapes (Sp2, s2)	(cm3) and cubic
	• estimate	metres (m3),
	volume [for	and extending to
	example, using	other units (S1)
	blocks to build	
	cuboids] and	
	capacity [for	
	example, using	
	water](SP2, S2)	

Geometry									
2-D shapes									
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Select, rotate	 recognise and 	 identify and 	• draw 2-D	 compare and 	 distinguish 	• draw 2-D			
and manipulate	name common	describe the	shapes (A2, SP2)	classify	between regular	shapes using			
shapes to	2-D shapes [for	properties of 2-D		geometric	and irregular	given			
develop spatial	example,	shapes,		shapes,	polygons based	dimensions and			
reasoning skills.	rectangles	including the		including	on reasoning	angles (SP2) •			
	(including	number of sides		quadrilaterals	about equal	compare and			
Continue, copy	squares), circles	and line		and triangles,	sides and angles	classify			
and create	and triangles]	symmetry in a		based on their	(S2 and	geometric			
	(A1, SP1)			properties and	throughout). •	shapes based on			

repeating		vertical line (A2,		sizes (SP1, S2) •	use the	their properties	
patterns.		S1, S2)		identify lines of	properties of	and sizes (SP2) •	
		identify 2-D		symmetry in 2-D	rectangles to	illustrate and	
		shapes on the		shapes	deduce related	name parts of	
		surface of 3-D		presented in	facts and find	circles, including	
		shapes, [for		different	missing lengths	radius, diameter	
		example, a circle		orientations (A2,	and angles (A2,	and	
		on a cylinder		S2)	S2)	circumference	
		and a triangle on				and know that	
		a pyramid](A2,				the diameter is	
		Sp1, S2) •				twice the radius	
		compare and				(SP2)	
		sort common 2-					
		D shapes and					
		everyday objects					
		(S1 S2)					
3-d shapes							
Compose and	 recognise and 	-identify and	• make 3-D		• identify 3-D	• recognise,	
decompose	name common	describe the	shapes using		shapes,	describe and	
shapes so that	3-D shapes [for	properties of 3-D	modelling		including cubes	build simple 3-D	
children	example,	shapes,	materials;		and other	shapes,	
recognise a	cuboids	including the	recognise 3-D		cuboids, from 2-	including making	
shape can have	(including	number of	shapes in		D	nets (SP2)	
other shapes	cubes), pyramids	edges, vertices	different		representations		
within it, just as	and spheres]	and faces (A2,	orientations and		(A2)		
numbers can.	(A1, SP1)	S1, S2)	describe them				
			(A2, SP2)				
Angles and lines						•	
			recognise angles	 identify acute 	know angles are	find unknown	
			as a property of	and obtuse	measured in	angles in any	
			shape or a	angles and	degrees:	triangles,	
			description of a	compare and	estimate and	quadrilaterals,	
			turn(A2, SP2, S2)	order angles up	compare acute,	and regular	

			• identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn;	to two right angles by size (SP1, S2) • identify lines of symmetry in 2-D shapes presented in different orientations (A2,	obtuse and reflex angles (a2, sp2) • draw given angles, and measure them in degrees (A2, SP2) • identify: Ø angles at a point	polygons (SP2) • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing
			identify whether angles are greater than or less than a right angle(A2, SP2, S2) • identify horizontal and vertical lines and pairs of perpendicular and parallel lines (A2, SP2)	S2) • complete a simple symmetric figure with respect to a specific line of symmetry (A2, S2)	turn (total 360°)(sp2) - angles at a point on a straight line and 1/2 a turn (total 180°) (A2) - other multiples of 90°(SP2)	angles (SP2)
Position and direc	• describe position, direction and movement, including whole, half, quarter and three-quarter turns (SP1, S2)	order and arrange combinations of mathematical objects in patterns and sequences(S1 S2) • use mathematical vocabulary to		• describe positions on a 2-D grid as coordinates in the first quadrant (S1, S2) • describe movements between positions as translations of a	identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the	• describe positions on the full coordinate grid (all four quadrants)(SP2) • draw and translate simple shapes on the coordinate plane, and

	describe		given unit to the	shape has not	reflect them in	
			•	•		
	position,		left/right and	changed (SP2,	the axes (SP2)	
	direction and		up/down (SP1,	S2)		
	movement,		S2) • plot			
	including		specified points			
	movement in a		and draw sides			
	straight line and		to complete a			
	distinguishing		given polygon			
	between		(SP1, S2)			
	rotation as a					
	turn and in					
	terms of right					
	angles for					
	quarter, half and					
	three-quarter					
	turns (clockwise					
	and					
	anticlockwise)					
	(S1 and S2 and					
	drip fed)					
Statistics						
Presenting and interpreting	data					
Reception Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	interpret and	 interpret and 	interpret and	complete, read	 interpret and 	
	construct simple	present data	present discrete	and interpret	construct pie	
	pictograms, tally	using bar charts,	and continuous	information in	charts and line	
	charts, block	pictograms and	data using	tables, including	graphs and use	
	diagrams and	tables(S2 and	appropriate	timetables (A2	these to solve	
	simple tables (S2	throughout, x-	graphical	and throughout	problems (SP2)	
	and drip fed in	curricular)	methods,	curriculum)		
	other subjects /		including bar			
	science /		charts and time			
	Science /		charts and time			

Г	, ,				I	
	geometry /		drip fed into			
	warm-ups)		other subjects /			
			science, Geog,			
			warm ups)			
Solving problems with	statistics					
	ask and	 solve one-step 	• solve	• solve	 calculate and 	
	answer simple	and two-step	comparison,	comparison,	interpret the	
	questions by	questions [for	sum and	sum and	mean as an	
	counting the	example, 'How	difference	difference	average (SP2)	
	number of	many more?'	problems using	problems using		
	objects in each	and 'How many	information	information		
	category and	fewer?'] using	presented in bar	presented in a		
	sorting the	information	charts,	line graph (A2		
	categories by	presented in	pictograms,	and throughout		
	quantity (S2 and	scaled bar charts	tables and other	curriculum)		
	drip fed in other	and pictograms	graphs (SP2 and	,		
	subjects /	and tables (S2	drip fed in other			
	science /	and throughout,	subjects /			
	geometry /	x-curricular)	science, Geog,			
	warm-ups)• ask	x carricular)	warm ups)			
	and answer		warm aps/			
	questions about					
	totalling and					
	comparing					
	categorical					
	data(S2 and drip					
	fed in other					
	subjects /					
	science /					
	geometry /					
	warm-ups)					